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ABSTRACT

Academic departmentalization, especially at the undergraduate level, can result in the isolation of subject areas. The two purposes of this paper are to make a case for the interrelationships between mass and interpersonal communication becoming an integral aspect of mass media study, and to stress the importance of presenting this material in such a way that it will be useful to students and applicable by them outside of the classroom. Eight of the most obvious interrelationships between departments within the college curriculum are examined, and a framework for further research which takes as its major emphasis the premise that each medium has unique characteristics which must be acknowledged when discussing the mass-interpersonal process are provided. Graphs and tables provide additional information. (RB)

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INTERRELATIONSHIPS
BETWEEN MASS AND INTERPERSONAL COMMUNICATION

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CS 501 291

INTERRELATIONSHIPS BETWEEN MASS AND INTERPERSONAL COMMUNICATION

I. INTRODUCTION

Academic departmentalization, especially at the undergraduate level, can easily result in students coming to view their subjects of study in isolation from one another. Even within one department, the concepts and competencies mastered in one course are seldom purposefully applied in subsequent classes, leaving the student unsure of both the value and application of what he has learned.

This is particularly true with regard to the areas of Mass Media and Interpersonal Communication, which are often seen within a Communications Department as representing two poles on the communications continuum. Having been categorized as such, rarely is any <u>significant</u> attempt made to illustrate to students the numerous ways in which these two modes of communication interrelate.[1]

Although sociological approaches to media study can hardly neglect Lazarsfeld, Merton, Katz, Riley, and other researchers who emphazise the importance of interpersonal factors in the mass communication process, seldom are their findings or theories made relevent and useful to the student. This failure to emphazise the practical application that research findings have for the individual, or to present a framework for the student which allows him to test for himself the validity of these findings, is a major shortcoming of media study. As in many other social sciences, the researcher proudly announces his results, the scholar

dutifuly passes them on to the student, and the student, several times removed, memorizes the material and wonders at the value of what he is doing.

Two of the major purposes of this paper, therefore, are to 1) make a case for the interrelationships between mass and interpersonal communication becoming an integral aspect of media study, and 2) to stress the importance of presenting this material in such a way that it will be useful to the student, and its practical application will be obvious to him outside of the classroom.

I believe that this way of thinking about one's subject of study was most recently illustrated to me by a friend who is a sociologist at Syracuse University and currently interested in a particular approach to knowledge called ethnomethodology. After having discussed this perspective with him for some time, it suddenly struck me that my difficulty in understanding stemmed from my trying to deal with the approach strictly as "subject matter," a new theory to be memorized. My friend, however, had actually come to look at the world from an ethnomethodological viewpoint. To him, the method was not just another "content" assignment, but rather a way of seeing things which he found valuable in his own experience. This treatment of ideas, too often neglected, I feel should be the goal of study concerning the interrelationships between mass and interpersonal communication in the basic media course.

It would seem, then, that the rationale for including this area as an important unit of media study could be supported to a large extent simply by demonstrating that this knowledge is useful to the student, and that he will be better able to see himself both in relation to the mass media and as part of the total social fabric by having studied it.

It also seems highly significant and of concern that so few basic media texts devote a proportionate amount of space to an area which, as I will try to demonstrate throughout this paper, is crutial to fully understanding the role and impact of the mass media in our society. Without a basic knowledge of the numerous ways in which media messages are altered and otherwise affected by interpersonal processes, a very vital portion of information is lacking.

In light of this, I have selected eight of the most obvious inter-relationships to deal with in this paper. These are, of course, not the only ways in which mass and interpersonal communication interrelate, but I believe that the following categories are representative of the work that has been done in the area thus far. Hopefully, after my review, you will at least be struck by the variety of perspectives which link these two communication modes and, furthermore, realize that it would be almost impossible to study mass media without primary regard for the interpersonal processes which link the individual to the larger social system.

In an attempt to further clarify the significance of this unit, I have included student objectives for each type of relationship, which I feel may make the practical application of the material more evident and may serve as a starting point for others who agree that this is an area of major concern.

Lastly, due to the importance and relatively short history of this topic, I would like to present a framework for further research which takes as its major emphasis the premise that each medium and each type of media content have unique characteristics which must be acknowledged when discussing the mass-interpersonal process. Although always an important consideration, I believe that in dealing with mass-interpersonal

relationships in particular, it becomes essential to identify the specific media and type of content involved. The paradigm presented at the conclusion of this paper should serve to point out major areas of concern and neglect with regard to media research, and possibly prevent generalizations from one type of media or type of content to another without careful examination and consideration of their basic differences.

II. RELATIONSHIPS BETWEEN INTERPERSONAL AND MASS COMMUNICATION

Ever since Lazarsfeld's pioneering study of voting behavior in 1940, which first pointed out the importance of personal contacts in the flow of ideas from the mass media to the individual, numerous other researchers have also concluded that the mass communication process does not affect the individual directly, as the earlier "hypodermic needle model" would have us believe, but filters through the groups and significant others with which he comes into contact. The effects of the mass media, then, are not always direct, and factors come into play over which the media barons, once thought so omnipotent, have very little control.

The thrust of this early mass-interpersonal research was directed toward media "effects;" in other words, media specialists were interested primarily in the ways reference groups, opinion leaders, and other personal contacts between individuals buffered the impact of media messages. No longer did the power of the mass media seem all-pervasive. It was soon discovered that the media, in fact, had very little influence over those who already held strong opposing views, or who belonged to reference groups whose attitudes and beliefs prevented him from adopting or even

exposing himself to discrepant media messages.[2] Acceptance by the group was found to be much more important than using Tide, even if it meant having a slightly duller wash.

More recently, a second general area of concern relating mass and interpersonal communication has developed which involves not only the effects of the media on the individual, but rather the variables surrounding the process of media selection as well. The focus here is slightly different, in that the question now becomes not "What does the media do to the individual?" but rather, "What does the individual do with the media?"[3] Interpersonal discussion, group membership, and other individual-controlled variables have been found to be highly significant in influencing media selection.[4]

Although certainly not all media-interpersonal relationships fit clearly into one of these two broad perspectives, for the purpose of this paper I would like to assign each relationship that is discussed to one or the other category (the term "effect" will necessarily broaden from its more common usage).

First, then, I will briefly describe some of the major media-interpersonal relationships which have often been a focus of research in both the "effects" and "selection" categories, and in doing so point out:

1) that each area of study has a slightly different goal and focus of concern
2) that these relationships are important aspects of media study, and should be thoroughly examined in the basic media course
3) that emphasis should be placed on helping the student to find ways in which he can apply this body of research to practical situations outside of the classroom

As mentioned earlier, perhaps most research to date has been done in the area of media effects. One of the most obvious of these relationships is that of reference group pressure which moderates the effect of persuasive mass communicated messages. Studies in this area point out that the individual is not an isolated entity to be manipulated by the media, but rather responds as a member of various groups which have already established predispositions and to which the individual looks for support and approval. As the Rileys have pointed out, "A person's relationship to various groups in the society affects his tendencies to perceive a message selectively, to distort it, to accept or reject it, and to act upon it. Thus it appears that mass communications tend to reach the target individual as a member of various groups which are important to him."[5]

Numerous studies have been conducted on the adoption of innovations and consumerer products, the vast majority concluding that one's interpersonal relations are a major source of pressure to conform to the group's way of thinking and acting.

A student studying media literature and research in this area should be able to identify at least two reference groups to which he belongs, and discuss the ways in which each of these groups influence his ideas and behavior. Further, he might be asked to select a persuasive media message received via television, and discuss the ways in which his acceptance or rejection of the message was influenced by the attitudes and values of a particular reference group.

Two yet unanswered questions which might be posed at this point are; How does the individual respond when he must react to a message as a member of conflicting reference groups?, and How does a particular

reference group affect an individual's reaction to different types of communication--those to inform, persuade, or entertain?

A second basic focus of study concerns the diffusion of mass-originated messages through interpersonal networks. The ethnographer discusses "speech communities," composed of individuals who have direct access to one another through interpersonal channels. Interpersonal networks within these communities vary according to the particular type or content of message, and can be defined by tracing the course along which information or influence flows from one person to another. Since different messages have different interest levels and implications for different individuals and groups, message content becomes a particularly important variable in this process, determining both the network itself and such other variables as the speed at which the message travels.

The chance of certain information reaching an individual varies, then, with his position in the communication network. Tracing the flow of information has revealed such factors as proximity, mobility, and status as having an influence on the diffusion process. Katz and Lazarsfeld have suggested that two features which have a direct bearing on the spread of information are 1) the resistance or support for the information which the individual receives within his group, and 2) the functioning of key roles within the channel itself.[6]

The student, then, should be made aware of his membership in various interpersonal networks, and how he facilitates or hinders the flow of information. He might be asked to select a topic, mapping what he believes would constitute the appropriate communication network according to the type of information, its origin, significance, etc.

Lazarfeld's Erie County study was also one of the first to reveal that certain individuals within a community function as "opinion leaders," who generally have more exposure to the media on certain issues than other members of the community and who are looked to for guidance or information on a particular topic. Studies by Lazarsfeld, Katz, Merton, and others investigate a "two step flow" of influence from the mass media, through the opinion leaders, and out to other members of the group or community. Opinion leaders have been designated as monomorphic when they exert influence in predominently one field of concern, and polymorphic when they affect the decisions of others in several different areas.[7] Although "two-step" might well be an over-simplification of this process, the concept of opinion leader has had a significant impact on subsequent studies conducted by researchers interested in the diffusion process.[8] Recent investigation has also drawn attention to the opinion seeker, who obviously plays an important role in both identifying and in creating opinion leaders within a community.

Using a common topic of interest, students should be able to indicate who they seek advice or information from with regard to that particular subject, and if anyone actively seeks out their opinions or asks them for information. Students should be made aware of who the opinion leaders are for various reoccuring or significant topics in their school or community by conducting a simple survey and analyzing the results.

As media messages are diffused through interpersonal networks, these messages often have an effect on our language in general, providing not only topics of conversation, but also introducing phrases and vocabulary into our everyday discourse which would not otherwise have come into use.

Advertising, especially, is responsible for introducing "faddish" expressions into our everyday vocabulary; but movies, television personalities and other sources to which we are regularly exposed are common origins of such phrases as, "You've come a long way baby," "The devil made me do it," or "An offer you can't refuse." Other less obvious and more involved linguistic influences from the media are equally important but deserve more thorough attention than what is possible here.

Certainly all students can find numerous examples of media-originated words and phrases in their everyday conversations, often associated with the particular media from which it was derived even when used in a totally unrelated situation.

The last, most abstract, and yet possibly most significant area of media effects to be considered here concerns programming and print content itself. Focusing on only those aspects that pertain directly to mass-interpersonal relationships, we find that: 1) the media emphasizes the importance of successful interpersonal relationships; advertising, especially, plays upon the individual's desire for popularity by implying that interpersonal acceptance will result from cleaner hair, brighter teeth, or a provocative odor, and 2) media content has also been found to have an influence on interpersonal behavior itself. By creating desires, disseminating information, and teaching us ways of behaving in various situations--often by presenting a model which we may then immitate--the media directly influences the way an individual behaves in various interpersonal situations.

Programming content has been accused by the aesthetic critics of creating and perpetuating "low culture;" by the moralists of corrupting American values and ideals. Offering large quantities of melodrama, game shows, situation

commedies, violence and sex, the sheer pervasiveness of the media in American society becomes a major concern. The "effects" of this type of programming content have been studied at various levels, with particular regard for the effects of violence in children's television programs.

Although no conclusive evidence has been gathered, it seems reasonable to believe that what we are exposed to via the media does have some influence on our subsequent interpersonal behavior. And although we cannot yet totally comprehend the significance of the media, it is certain that educational TV, special interest magazines, and the relentless persuasion of advertising all have a tremendous impact on our lives which is difficult to measure.

In order to become more aware of the effects of media content on their own ideas and behavior, students might be asked to identify advertising strategies that use as their major appeal a promise of interpersonal success, and to analyze the effectiveness of this appeal on his own ideas and product choices.

Although the impact of media content on an individual's overt behavior is, as I mentioned, almost impossible to recognize because of the multiple variables which come into play, perhaps a greater familiarity with the major studies in this area will at least help the student to identify past or future instances of media influence on his interpersonal behavior. He may also analyze some popular television shows in an attempt to identify ways in which a particular television personality might influence the behavior of his audience by serving as an authority or model.

In the realm of "media effects," then, we have discussed four different categories of concern: 1) reference group influence on the acceptance, rejection, and perception of media messages 2) message diffusion and opinion leadership 3) media influence on language, and 4) the effects of media content on an individual's values, preferences, and behavior.

In addition to looking at the ways in which mass media "effects" the individual, we can also focus on the ways in which the media is intentionally "used" by the individual at his own discretion as this, too, is often a direct result of or has direct bearing on his interpersonal relationships. Wilbur Schramm discusses this area of study as he notes that "the more scholars looked into the media the more they found . . . that people come to the media, as to other messages, seeking what they want, not what the media intend them to have. Because there are so many media and media units, they have considerable choice."[9]

First of all, the media--especially television--undoubtedly has a tremendous influence on the way in which we spend our leisure time. Children sitting long hours in front of a television set, adolescents and adults engaged in reading hour after hour, necessarily participate less in other types of activities. Much recent discussion has revolved around the influence of television alone on family relationships; whereas a generation ago evenings were often spent around the fire discussing and sharing experiences, families today are often glued to the TV screen, initiating little or no real interaction with one another. As one study concludes, "findings indicate that the presence of discussion with family and friends is a major correlate of teenager's media and non-media activities. TV appeared to be a leisure option that can be exercised when family communication is relatively poor and when club participation is nil."[10]

It would seem that television watching often replaces more involved activities whenever groups of individuals meet. Certainly one major Thanksgiving hastle revolves around the men's preoccupation with the afternoon football instead of becoming involved in the more immediate festivities. Children who are raised in families who gather silently

around a television set each evening are certainly less likely to develop interpersonal skills in the home than those whose families interact more frequently.

Students might be surprised to discover how much time they spend participating in media-related experiences, and should be asked to keep a record of time spent with each of the various media over a defined time period. Other circumstances might also be of interest to note, such as How much time is spent engaging in media-related activities with friends? Alone? During what time of day? Answers to these questions could prove interesting as they serve to indicate behavior patterns to the student who wonders where all his spare time goes!

Another major factor in media selection is, again, the reference group. Individuals often select media on the basis of their interests, these interests having been in turn shaped to a large degree by the groups to which they belong. Special interest magazines, particular television shows, all serve to unite the group and make for the sharing of common experiences. One often finds that he must have seen the latest movie or read last week's Mad Magazine in order to become involved in the group's interaction. A study of children's mass media preferences suggests that even at a very early age the individual's group membership affects his choice of media materials.[11]

Closely related to this, several studies demonstrate that interpersonal discussion also stimulates interest in a particular area, after which the individual is much more likely to seek media exposure on that particular topic.[12] Thinking back to the reference groups to which he belongs, the student should be able to identify some of the group's major interests and expectations, and determine whether or not he has sought out particular

media to either satisfy an interest stimulated by the group, or in anticipation of the groups' discussion of that topic at some future point in time.

The third category of concern deals again with the influence of other people on media selection and exposure, but this time the individual participates in media experiences not by himself, but in the presence of others. Such activities as going to the movies, watching television, listening to the radio, and reading comic books are very often a group rather than an individaul experience. Studies conducted by Handal[13] and others confirm that often the media exposure itself is secondary to participation in the group that is engaging in the activity. The Rileys comment that an individual's choices "are widely affected, not alone by the object itself, but by other people. The individual often decides to purchase or to vote or to look at TV programs with trusted other people, rather than for a particular brand or candidate or program."[14]

Students should readily recall examples in their own experience when they have participated in a media-related activity more to "belong" as a member of the group than because of any inherent interest they may have had in the media content itself.

Lastly, the media may also be actively sought by the individual who simply needs to feel "up to date" on current affairs, who seeks the media as a source for topics of conversation in order to appear interesting and well-informed with friends or at social gatherings.[15] Berelson has found that one common function of the daily newspaper is as a source of material for interpersonal discussion. Certainly, not everyone uses the media in this way or would even be conscious of doing so. Perhaps, however, students might reflect upon whether this hypothesis has any validity in their

experience, and whether or not they know of individuals who do use the media for this purpose.

We see, then, that most mass-interpersonal relationships may generally be placed into the broad categories of either media "effects," or media "selection." Representative media selection categories include: 1) the use of media as a leisure time activity, 2) reference group influence on media selection, 3) media exposure as a group experience, and 4) media exposure as a source of topics for conversation.

III. DIRECTIONS IN MASS-INTERPERSONAL COMMUNICATION RESEARCH

In proposing that the area of mass-interpersonal relationships is an important one, and in attempting to call attention to the variety of ways in which these two areas interrelate, it seems also appropriate to suggest a perspective for further research in the area which draws attention to two important variables; the specific media involved, and the type of content being considered.

In reviewing mass media research, it appears a common shortcoming of many secondary sources that when discussing the mass-interpersonal processes, the all-inclusive term "mass media" is used rather than designating the particular media involved in the study. No researcher, certainly, would neglect to account for the specific media being considered; yet, when it comes to reporting his results, many texts consistently pay little attention to the specific media forms involved. Studies dealing with information diffusion are apt to be discussed with no mention of whether the information was available over radio, print, or television;

studies concerned with information seeking stimulated by interpersonal discussion often neglect to report which sources of information were most frequently sought.

To blur the extremely important distinctions between broadcast and print, between television and radio, newspapers and magazines, seems inexcusable--especially in the study of mass-interpersonal relationships where this factor is of primary significance. The characteristics and function of each media are unique, and each media's ability to perform important tasks varies considerably. Speed, depth, permanence, locality, sensory involvement, credibility, and openness are only a few of the most obvious differences.[16] Even those who find McLuhan a bit difficult to accept would surely concede that these distinct characteristics must be taken into account in any research or discussion of mass-interpersonal relations.

The second element to be considered, which likewise becomes a major factor when discussing these relationships, is the type of media content involved, or the primary purpose of the media message.

Perhaps one of the most widely used typologies for media content is presented by Wilbur Schramm, who distinguishes four basic functions of the mass media:

1) Informative, which requires that an individual attend to the message, accept and interpret it, and then store away the data for future use
2) Instructional messages, which provide the individual with learning activities (often informative and instructional are not separated)
3) Persuasive, where stress is placed on an individual's yeilding rather than on learning from the media. Certainly persuasive messages are

often informative as well, the information being designed to lead the receiver to reappraise his perception of his environment, his needs and the ways in which he meets them, his social relationships, or his attitudes and beliefs. Lastly,

4) the media also serve to entertain, to engage the individual in a "willing suspension of disbelief."[17]

The type of media content, as we have seen, becomes an important variable in determining such things as which interpersonal networks will carry the message, which opinion leaders will be most influential, and the rate of message diffusion. Messages relating to entertainment will quite likely travel through vastly different interpersonal channels than if the content had been of great informative significance.

Given any mass-interpersonal communication relationship, such as "mass media exposure as a group experience," two important questions arise:

1) Which media is involved? Do individuals participate more frequently as a group with regard to some forms of media rather than others? How does the specific type of media involved effect the degree to which members of the group relate interpersonally? Does the type of media have any effect on group cohesiveness? On individual satisfaction? The questions to be posed are endless.

2) How does the type of content influence this relationship? Are groups more likely to participate in media experiences that are entertaining, persuasive, informative, or educational? In what specific ways does media content "make a difference?"

(Certainly in some instances not all types of media or types of content are even relevent to the discussion; i.e., reading the daily newspaper is

probably not appropriate to the above example and would naturally be disregarded.)

Table I is presented in an effort to illustrate the variety of possibilities which emerge when media and media content are used as variables in the different mass-interpersonal relationships. If current research is then blocked in (as it deals with these two factors), the grid should indicate major areas of concern and neglect thus far. Certainly, some blocks are inappropriate with regard to a particular type of relationship. It would seem, however, that one might discover areas in which little or no study has been conducted, areas in which research results are contradictory, or areas in which different methodologies have been used to research the same problem.

The grid, of course, in no way implies that these two variables are the only or primary research concerns. Every model emphasizes a particular aspect of study, and I am only suggesting that the type of media and content be carefully considered in mass-interpersonal communication research. As mentioned earlier, these two variables are often ignored to the extent that no mention of them is made in the reporting of research findings.

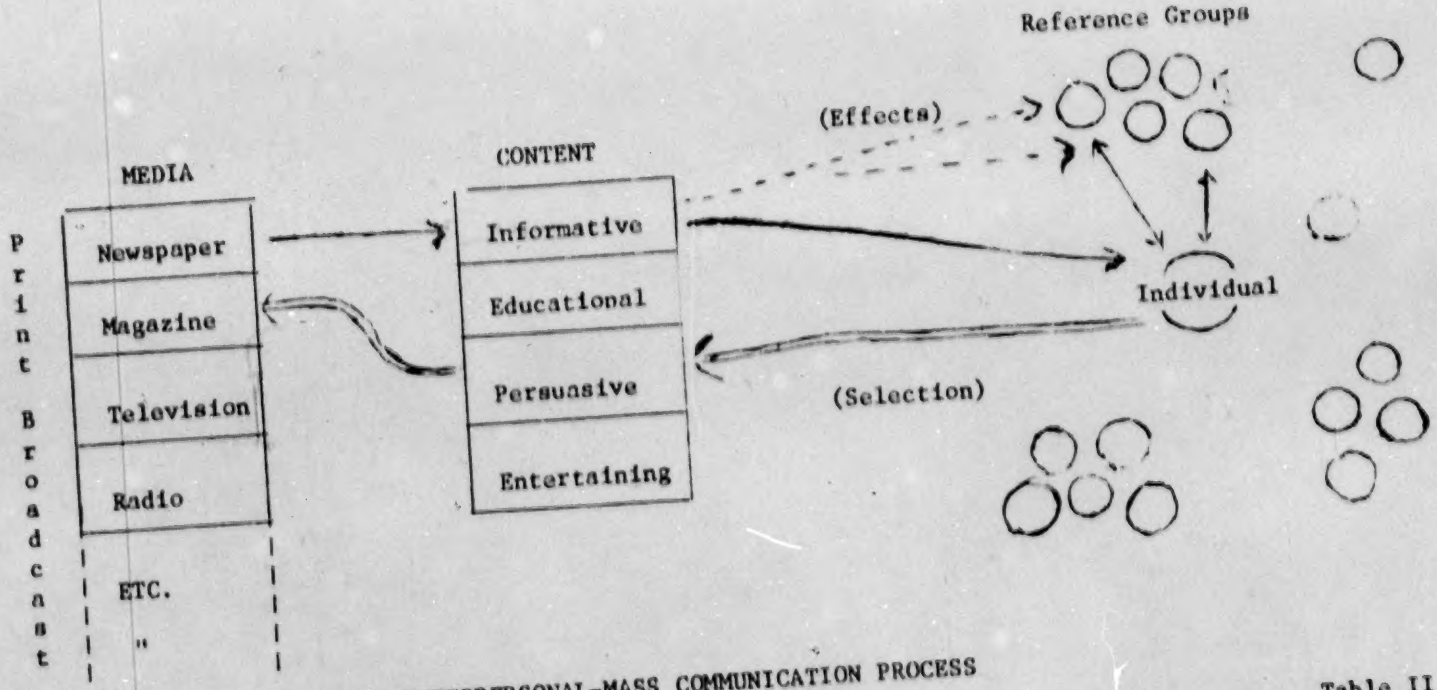
Lastly, in an attempt to visually illustrate the significance of media form and content, I have presented a simple model which graphically emphasizes these factors. Although not all types of mass-interpersonal relationships can be accurately depicted in terms of the individual's relationship to his reference groups and significant others, in each case media form and content remain as major variables in the communication process (Table II).

I would hope that in the future mass-interpersonal relationships gain status as an integral aspect of media study; that emphasis is placed upon the ways in which students may use research findings to explore the interrelationships between the media and interpersonal relations in their own experience; and, finally, that media form and content be recognized as significant variables in the mass-interpersonal communication process.

	EFFECTS						SELECTION			
MEDIA	Ref. Group			Media Opin.	Diff. Lead.	Lang.	Content	Leisure	Ref. Group	Group Exp.	Topics of Con.
Newspaper											
Magazine											
Television											
Radio											
"											
"											
CONTENT	Informative	Educational	Persuasive	"	"	"	"	Informative	"	"	"
			Entertaining					Educational			
								Persuasive			
								Entertaining			

MEDIA FORM AND CONTENT AS VARIABLES IN THE MASS-INTERPERSONAL COMMUNICATION PROCESS

Table I



THE INTERPERSONAL-MASS COMMUNICATION PROCESS

Table II

RELATIONSHIPS BETWEEN MASS AND INTERPERSONAL COMMUNICATION: OBJECTIVES

A BEGINNING . . .

BASIC ASSUMPTION: Today, no one can escape the mass media; its presence is felt everywhere. In order for the student to come to a realistic and wholistic understanding of the mass media in our society, it is important that he realize the role of interpersonal factors as they affect both his selection of media, and the extent to which he is influenced by it.

OVERALL OBJECTIVES:

I. The student will become aware of the numerous ways in which the mass and interpersonal communication processes interrelate.

II. The student will have a knowledge of the major mass-interpersonal communication interrelationships and the significant contributions and studies that have been made in this area.

III. The student will be able to apply his knowledge of mass-interpersonal relationships to his own media experiences.

For each of the mass-interpersonal communication relationships discussed in my paper, I have constructed several behavioral objectives which may be adapted to meet the demands of any introductory mass media course. The objectives which follow are only a beginning, only representative of what can be generated from the goals of this unit. These particular objectives stress the student's ability to apply knowledge of mass-interpersonal relationships to his own communication experiences.

When considering each of these objectives, students should pay special regard to the type of media and media content involved.

MEDIA EFFECTS

I. The student will become aware of how the reference groups to which he belongs influence his acceptance, rejection, and perception of mass-communicated messages.

A. The student will be able to identify at least two reference groups to which he belongs, and discuss the ways in which each of these groups influence his ideas and behavior.

B. Given a persuasive media message received via television, the student will be able to discuss the ways in which his acceptance or rejection of the message might be influenced by the attitudes and values of a particular reference group. (Media messages might be selected by the instructor on the basis of the particular reference group the student is considering.)

Media: All

Content: Persuasive (?)

II. The student will be able to apply his knowledge of how interpersonal networks influence message diffusion, and how certain individuals within each network function as "opinion leaders."

A. Given a topic of interest to a particular group within his community, the student will be able to map what he believes to be the appropriate communication network according to the type of information, its origin, significance to members of the group, etc.

B. Given a recent topic of common interest to his group, the student will be able to discuss how he hindered or facilitated the flow of information by indicating who he passed the information on to, within what period of time, etc.

C. Given a topic of common interest, the student will be able to indicate who he is most likely to seek out for information or opinions with regard to that particular topic. (Perhaps a survey might be conducted in order to dis ver who the opinion leaders are on selected reoccuring topics.)

D. The student will be able to identify those topics on which his opinion or advice is frequently sought.

Media: All

Content: All

III. The student will be able to recognize the extent to which his language is influenced by the mass media.

A. The student will be able to identify specific words and/or phrases that he and members of his group use on a regular basis which were introduced through the mass media.

B. The student will be able to discuss the source of these words or phrases, and the reasons why he believes they were adopted into his everyday vocabulary.

Media: All (Primarily audio; television, radio, film)

Content: All (Primarily persuasive)

IV. The student will be able to recognize the effects of media content on his own interpersonal behavior.

A. Given an advertisment (from a magazine, television, etc.), the student will be able to identify the particular strategy used and indicate the extent to which the appeal deals with the importance of interpersonal success. The student will then be able to discuss the effectiveness of this type of appeal.

B. Given a specific media "personality," the student will be able to discuss the specific ways in which this individual might serve as a model for his audience.

C. The student will have a knowledge of the major studies that have been done on the effects of programming content on an individual's behavior, and be able to discuss the extent to which he feels these findings are valid in light of his own experience.

Media: All??

Content: All??

MEDIA SELECTION

I. The student will become aware of his use of the media as a leisure time activity.

A. The student will keep a journal of the amount of time he spends with each media for a one-week period, noting such factors as; time of day, whether he is participating alone or as a member of a group, whether the exposure is deliberate or accidental, etc.

B. The student will discuss the ways in which he would most likely spend this time if he were not engaged in media-related activity, and the extent to which he feels this activity interfers with or is detramental to the development of his interpersonal skills and relationships.

Media: All
Content: All

II. The student will become aware of how other people influence his seeking media exposure to

a) to alleviate curiosity aroused through interpersonal communication, or

b) in anticipation of needing certain media exposure in order to participate in predicted group interaction or discussion.

A. Using the reference groups indicated in "I." of Effects, the student will be able to discuss the particular types of media exposure common to all group members, and whether certain media experiences serve to unite the group by supplying material for discussion, etc.

B. The student will be able to identify instances when he has sought media exposure on a particular topic due to prior interpersonal discussion which stimulated his interest in that subject. (Classroom situations are appropriate examples.)

Media: All
Content: All

III. The student will become aware of his media experiences as a group activity.

A. The student will be able to cite specific instances when he has participated in media-related activities primarily because other members of the group chose to do so.

B. The student will become aware of what proportion of the time he is engaged in media experiences is done so as a member of a group. (See "Selection, I.")

Media: Selected
Content: All

IV. The student will become aware of the extent to which the mass media is sought as a source of information to be used in subsequent interpersonal communications.

A. The student will be able to discuss whether or not he has consciously sought media content in order to appear well-informed or to obtain topics of conversation for anticipated interpersonal communication.

B. The student will conduct a survey in order to discover the extent to which this type of media seeking behavior exists in his community.

Media: All
Content: Selected

FOOTNOTES

[1] It is probably much more appropriate to deal with interpersonal processes in the Mass Media course than vice versa, although recent Interpersonal Communication texts do recognize the significance of the media (See Communication Probes)

[2] Robert Merton, "Patterns of Influence," Communications Research, edited by Lazarsfeld and Stanton. New York; Harper and Brothers, 1949. Paul Lazarsfeld and Bernard Berelson, Voting: A Study of Opinion Formation. Chicago: University of Chicago Press, 1954. Elihu Katz and Paul Lazarsfeld, Personal Influence. Illinois: The Free Press, 1955. Communication and Persuasion, edited by Carl Hovland, Irving Janis, and Harold Kelley. New Haven: Yale University Press, 1953. Selected articles from The Process and Effects of Mass Communication, edited by Wilbur Schramm and Donald F. Roberts. Illinois: University of Illinois Press, 1971.

[3] Jacqueline J. Harris and Maxwell E. McCombs, "The Interpersonal/Mass Communication Interface Among Church Leaders," The Journal of Communication Volume 22, September 1972, p. 257.

[4] John W. Riley and Matilda White Riley, "Sociology: An Approach to Human Communication," Approaches to Human Communication, edited by Richard W. Budd and Brent D. Ruben. New York: Spartan Books, 1972. Charles R. Wright, Mass Communication: A Sociological Perspective, second edition. New York: Random House, 1975. Both texts provide useful bibliographic material.

[5] Riley and Riley, "Sociology: An Approach to Human Communication." See also, Muzafer Sherif, "A Study of Some Social Factors in Perception," Archives of Psychology, No. 187, 1935.

[6] See particularly Elihu Katz and Paul Lazarsfeld, "Interpersonal Networks: Communicating Within the Group," Foundations of Communication Theory, edited by Kenneth K. Sereno and C. David Mortensen. New York: Harper and Row, Publishers, 1970. Also, Melvin DeFleur and Otto Larsen, The Flow of Information. New York: Harper and Brothers, 1958.

[7] Robert Merton, "Patterns of Influence: A Study of Interpersonal Influence and Communications Behavior in a Local Community," Communication Research, edited by Paul Lazarsfeld and Robert Stanton. New York: Harper and Brothers, 1948.

[8] Following Paul Lazarsfeld, Bernard Berelson, and H. Gaudet, The People's Choice. New York: Columbia University Press, 1948, numerous studies have been conducted on information diffusion and opinion leadership: Melvin Defleur and Otto Larsen, The Flow of Information: An Experiment in Mass Communication, 1958; Elihu Katz, "The Two-Step Flow of Communication: An Up to date Report on an Hypothesis," Public Opinion Quarterly, Volume 21, 1957; Otto Larsen and Richard J. Hill, "Mass Media and Interpersonal Communication in the Diffusion of a News Event," American Sociological Review, Volume 19, 1954; Alan Marcus and Raymond Bauer, "Yes: There are Generalized Opinion Leaders," Public Opinion Quarterly, Volume 28, 1964.

[9] Wilbur Schramm, Donald F. Roberts, The Process and Effects of Mass Communication. Illinois: University of Illinois Press, 1971, p. 51.

[10] Serena E. Wade, "Interpersonal Discussion: A Critical Predictor of Leisure Activity," Journal of Communication, Volume 23, December 1973, p. 436.

[11] Matilda Riley and Samuel H. Flowerman, "Group Relations as a Variable in Communications Research," American Sociology Review, Volume 16, 1951.

[12] Harris and McCombs, "The Interpersonal/Mass Communication Interface Among Church Leaders." Peter Clark and Jim James, "The Effects of Situation, Attitude Intensity and Personality on Information-seeking," Sociometry, Volume 30, 1967. T.M. Newcomb, "An Approach to the Study of Communicative Acts," Psychological Review, Volume 6, 1953.

[13] Leo Handel, Hollywood Looks at Its Audience. Urbana: University of Illinois Press, 1950.

[14] Riley and Riley, "Sociology: An Approach to Human Communication," p. 362.

[15] Bernard Berelson, "What Missing the Newspaper Means," Public Opinion and Propaganda, edited by Daniel Katz et al, New York: Holt, Rinehart and Winston, 1954. Clark and James, "The Effects of Situation, Attitude Intensity and Personality on Information Seeking."

[16] Sandman, Rubin, and Sachsman, Media: An Introductory Analysis of American Mass Communication. New Jersey: Prentice-Hall, 1973, p. 228.

[17] Schramm, The Process and Effects of Mass Communication.